

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant period:	April 1, 2014, to August 31, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> Received Texas Education Agency 2014 JAN 23 PM 12:31 Document Control Center </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	

Schedule #1—General Information

Part 1: Applicant Information			
Organization name <u>Edgewood Independent School District</u>	Vendor ID # <u>74-60031-22</u>	Mailing address line 1 <u>5358 W. Commerce Street</u>	
Mailing address line 2	City <u>San Antonio</u>	State <u>TX</u>	ZIP Code <u>78237-1354-</u>
County- District # Campus number and name <u>015905</u>	ESC Region # <u>20</u>	US Congressional District # <u>20</u>	DUNS # <u>010541092</u>
Primary Contact			
First name <u>Patricia</u>	M.I. <u></u>	Last name <u>Zamora</u>	Title <u>Staff Development Director</u>
Telephone # <u>210-444-8122</u>	Email address <u>pzamora@eisd.net</u>		FAX # <u>210-444-8138</u>
Secondary Contact			
First name <u>Susan</u>	M.I. <u></u>	Last name <u>Forthman</u>	Title <u>Grants, Federal and State Program Director</u>
Telephone # <u>210-444-8128</u>	Email address <u>sforthman@eisd.net</u>		FAX # <u>210-444-8104</u>

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name <u>Dr. Jose</u>	M.I. <u>A.</u>	Last name <u>Cervantes</u>	Title <u>Superintendent</u>
Telephone # <u>210-444-4520</u>	Email address <u>jose.cervantes@eisd.net</u>		FAX # <u>210-444-4602</u>
Signature (blue ink preferred)			Date signed <u>1/21/14</u>


Only the legally responsible party may sign this application.

Schedule #1—General Information (cont.)County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input checked="" type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

The Edgewood ISD (EISD) Educator Excellence Innovation plan (EEIP) is designed to meet all elements of the program: Induction and Mentoring, Evaluation, Professional Development and Collaboration, Strategic Compensation and Retention, Recruiting and Hiring and Career Pathways. The Staff Development Director will assume the role of the EEIP Manager.

The EEIP targets EISD secondary teachers to provide them with the support needed to increase teacher quality and effectiveness spanning the teacher's career. Teachers will be tiered into four levels within the plan to provide the most effective support and professional development. As priority schools this enhanced plan will provide the added support to our secondary schools, where it is needed the most. Each program element is designed as follows:

Induction and Mentoring

Bexar county is a highly competitive environment for teachers (13 different school districts), and the fact that our high poverty, inner-city neighborhoods are a less desirable location for many of our teacher means we invest highly in our induction and mentoring program. The EEIP will enhance the existing Edgewood ISD New Teacher Induction and Mentoring Program by adding two Full Release Mentors (one for middle school and one for high school) to support new secondary teachers and their assigned campus mentors. The Full Release Mentors will train and support secondary campus mentors to teach skills and support new teachers; observe, conference and coach secondary new teachers; model teach; as well as contribute to collaboration of secondary new teachers and mentors by providing campus based new teacher and mentor support meetings. These meetings will take place bi-monthly targeting the needs of secondary new teachers. The existing New Teacher Training Series will be increased from two days to nine days, including three days before the beginning of the contract year supported by grant funding. The remaining six days will take place as a combination of Saturday trainings and release time.

Evaluation

While EISD teachers will continue to be evaluated using the state recommended teacher evaluation system, secondary teachers will also be evaluated continuously using the newly developed customized walkthrough instrument to specifically evaluate application and implementation of strategies that teachers have learned from the professional development designed at each level of the plan. The customized walkthrough will be accessible through the Eduphoria System so that administrators can easily access the reporting documents. Teachers will also receive immediate feedback as the Eduphoria system will allow walkthrough appraisers to electronically submit their walkthrough data to teachers for immediate and timely feedback. For EEIP data collection, the customized walkthroughs will be conducted at the district level once each quarter. Via the Eduphoria System, diagnostic reports will be created based on cumulative walkthrough information for each administrator and teacher to measure their pedagogical and professional performance.

Professional Development and Collaboration

The EISD Educator Excellence Innovation Program will tier teachers into four levels: Level I- Induction, Level II- Novice, Level III- Experienced and Level IV –Teacher Leaders.

- Level I Induction will target teachers that are in their first year of teaching with primary skills such as classroom management, effective instructional strategies, *Fundamental Five the Formula for Quality Instruction* (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), introduction to the TEKS, STAAR and district curriculum, school culture, procedures for legal ethical requirements and an overview of district initiatives, Lesson Planning, Differentiating Instruction, and Partnering with parents.
- Level II Novice will target teachers that are in their second and third year of teaching with more advanced training in district curriculum and initiatives. Topics for Novice Level professional development such as *Fundamental Five the Formula for Quality Instruction* (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), Thinking Maps, literacy or content specific coaching, Integration of Technology for Blended Learning, Interactive Word Walls and student data analysis.
- Level III Experienced will target teachers that are in their fourth year of teaching and beyond with in-depth understanding and expert implementation of district and content based initiatives such *Fundamental Five the*

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Formula for Quality Instruction (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), student data analysis, content specific coaching, Thinking Maps, Interactive Word Walls, Blended Learning and Differentiated Instruction.

- Level IV Teacher Leader will target teachers that are in their fifth year of teaching and beyond who have demonstrated aptitude and interest to be a teacher leader. Examples of expectations for teacher leader professional development will include: acting as an instructional coach, mentoring new teachers, becoming a trainer of trainers, leading book studies in targeted areas such as Fundamental Five the Formula for Quality Instruction, Thinking Maps, Literacy Coaching, Interactive Word Walls and Blended Learning. Teacher Leaders will be required to develop a professional portfolio. Through this process, the district will build internal expertise and provide opportunities for career advancement and recognition.

Campus and district administration will guide all levels of teachers by having reflective conversations using their customized walkthrough results to determine the area of professional development that would benefit those most. Teacher's participation and collaboration in coaching cohorts and professional learning communities will guarantee improvement of their practice.

Strategic Compensation and Retention

Secondary teachers will have the opportunity to receive a retention stipend at each level based on demonstration of successful application of the appropriate skills at each level and return to the district the following year. (Requirements at each level include: demonstration of implementing the skills acquired through coaching and professional development through customized walkthrough report data, proficient scores in each domain of their state recommended teacher evaluation and upon return the following school year.) Stipends will range from \$500 to \$

Career Pathways

The professional development plan encourages teacher growth at various levels that will lead to becoming instructional coaches, mentor teachers, trainers of trainers and professional developers by leading professional learning communities and book studies. This will also serve as a pathway to leadership opportunities such as instructional facilitator, academic dean and curriculum specialist. They will achieve this level, level IV, by participating in the requisite professional development as listed for that level. The EEIP in Edgewood will pay for certification exam costs for teachers who wish to add Special Education, Bilingual/ESL, Math, Science or Gifted and Talented certifications.

The EEIP plan will target all secondary teachers to provide the most effective professional development and support to improve teacher quality.

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Texas Education Agency Standard Application System (SAS)

<u>Schedule #6—Program Budget Summary</u>									
County-district number or vendor ID: 015905				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016									
Fund code: 429									
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)			Year 2 (9/1/14 – 8/31/16)			
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	
Schedule #7	Payroll Costs (6100)	6100	\$366,947	\$28,885	\$395,832	\$370,452	\$28,985	\$399,437	
Schedule #8	Professional and Contracted Services (6200)	6200	\$46,000	\$	\$46,000	\$46,000	\$	\$46,000	
Schedule #9	Supplies and Materials (6300)	6300	\$27,053	\$5,100	\$32,153	\$20,548	\$5,000	\$25,548	
Schedule #10	Other Operating Costs (6400)	6400	\$10,000	\$5,000	\$15,000	\$13,000	\$5,000	\$18,000	
Schedule #11	Capital Outlay (6600/15XX)	6600/ 15XX	\$	\$	\$	\$	\$	\$	
Total direct costs:			\$450,000	\$38,985	\$488,985	\$450,000	\$38,985	\$488,985	
Percentage 2.203% indirect costs (see note):			N/A	\$11,015	\$11,015	N/A	\$11,015	\$11,015	
Grand total of budgeted costs (add all entries in each column):			\$	\$50,000	\$500,000	\$	\$50,000	\$	
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1			Year 2			
			\$500,000			\$500,000			
Percentage limit on administrative costs established for the program (10%):			x .10			x .10			
Multiply and round down to the nearest whole dollar. Enter the result.			\$50,000			\$50,000			
This is the maximum amount allowable for administrative costs, including indirect costs:									

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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Texas Education Agency Standard Application System (SAS)

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015905			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director			\$	\$
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Full Release Mentors	2	2	\$121,300	\$121,300
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$121,300	\$121,300
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112 Substitute pay			\$15,000	\$15,000
20 6119 Professional staff extra-duty pay			\$236,903	\$240,000
21 6121 Support staff extra-duty pay			\$	\$
22 6140 Employee benefits			\$22,629	\$23,137
23 61XX Tuition remission (IHEs only)			\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$274,532	\$278,137
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$395,832	\$399,437

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)County-district number or vendor ID: 015905

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1		<input type="checkbox"/>	\$	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

Specify topic/purpose/service: Master Teacher Professional Dev./Coaching		<input type="checkbox"/> Yes, this is a subgrant	
Describe topic/purpose/service: to provide master teacher training for Release Mentors/Coaches and coaching sessions for level III and IV Teachers.			
Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
1	Contractor's payroll costs # of positions: 1	\$15,000	\$15,000
	Contractor's subgrants, subcontracts, subcontracted services	\$	\$
	Contractor's supplies and materials	\$	\$
	Contractor's other operating costs	\$	\$
	Contractor's capital outlay (allowable for subgrants only)	\$	\$
Total budget:		\$15,000	\$15,000

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Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service: Saturday Series Professional Development		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service: Instructional strategies coaching/professional development for secondary teachers.			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions: 1	\$30,000	\$30,000
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$30,000	\$30,000	
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)			
County-District Number or Vendor ID: <u>015905</u>		Amendment number (for amendments only):	
Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)			
6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant
	Describe topic/purpose/service:		
	Contractor's Cost Breakdown of Service to Be Provided		
	Contractor's payroll costs	# of positions:	Year 1
	Contractor's subgrants, subcontracts, subcontracted services		Year 2
	Contractor's supplies and materials		
	Contractor's other operating costs		
	Contractor's capital outlay (allowable for subgrants only)		
Total budget:			
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$45,000	\$45,000
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$	\$
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$45,000	\$45,000
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$1,000	\$1,000
(Sum of lines a, b, c, and d) Grand total		\$46,000	\$46,000

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

Expense Item Description

6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Laptop	Professional development/coaching	2	\$1,400	\$4,600	\$
	2	Media streaming device	Professional development/coaching	2	\$100		
	3	Projector	Professional development/coaching	2	\$800		
	4				\$		
	5				\$		
6399	Technology software—Not capitalized					\$1,000	\$1,000
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
	Remaining 6300—Supplies and materials that do not require specific approval:					\$26,553	\$24,548
Grand total:						\$32,153	\$25,548

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$5,000	\$3,000
	Specify purpose: Teacher Induction Symposium to support beginning teachers		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$	\$
	Specify purpose:		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$	\$
Remaining 6400—Other operating costs that do not require specific approval:		\$10,000	\$15,000
Grand total:		\$15,000	\$18,000

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)

County-District Number or Vendor ID: 015905

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:

Category	Number	Percentage	Category	Percentage
African American	52	1%	Attendance rate	92.1%
Hispanic	4953	98%	Annual dropout rate (Gr 9-12)	2.4%
White	25	1%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	53%
Asian	8	0%	TAKS commended 2011 performance, all tests (sum of all grades tested)	4%
Economically disadvantaged	4951	98%	Students taking the ACT and/or SAT	63.2%
Limited English proficient (LEP)	615	12%	Average SAT score (number value, not a percentage)	1166
Disciplinary placements	278	5.0%	Average ACT score (number value, not a percentage)	16.1

Comments

Data is for secondary schools only

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	15	5%	No degree	5	1%
Hispanic	204	65%	Bachelor's degree	212	68%
White	89	29%	Master's degree	92	30%
Asian	3	1%	Doctorate	2	1%
1-5 years exp.	98	35%	Avg. salary, 1-5 years exp.	48,860	N/A
6-10 years exp.	65	23%	Avg. salary, 6-10 years exp.	50,403	N/A
11-20 years exp.	79	28%	Avg. salary, 11-20 years exp.	52,743	N/A
Over 20 years exp.	38	14%	Avg. salary, over 20 years exp.	60,288	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								742	818	774	909	591	655	547	5036
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public								50	44	44	70	39	35	28	311
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:															

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Schedule #13—Needs Assessment

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edgewood ISD uses a comprehensive systematic approach to identify the difference between our current achievements and our desired accomplishments or goals, and to prioritize those goals. Below we have outlined our current needs assessment approach:

Our first step in this process is to establish an intervention team with its members being vested in the district's improvement processes. They also need to have an understanding of the district's vision and mission as well as the purpose of the needs assessment to be conducted. In the district, this has ensured that all stakeholders have adequate representation and are able to share opinions and ideas within the norms of the group. The established team also revisits the district's vision and mission statement, ensuring a clear and universal understanding which is essential to our improvement efforts. With the alignment of the vision and mission clearly identified by the team, they articulate what the specified campus would look like. Through this process the team sets out to: 1) Clarify how the desired goal will guide the needs assessment work; 2) Establish concrete goals and monitor them to make sure they remain on track; 3) Identify what we want to learn as a result of this process; 4) Identify the objectives of the needs assessment; 5) Measure success toward identified objectives; 6) Drive planning and improvement efforts continuously; 7) Determine if the specific campus has achieved the goals.

Second, the team sets out to gather information from multiple data sources in order to make informed discoveries that will drive evidence-based decision making. Within this step, the team determines what data sources are relevant to address the stated objectives and purpose. Some of the relevant data sources that are used within Edgewood ISD are: state & national assessment data, attendance, graduation information, college readiness indicators and early childhood indicators, PEIMS, PBMAS reports, OSS/ISS Reports (Out of School Suspension) & (In School Suspension), discipline reports, compliance reviews and walk through documentation.

Next, the team moves forward to analyze and organize the data. The team focuses on sets of data allowing them to identify any trends and/or patterns over time. The data considered as reference will guide the team as they look closer at any Critical Success Factors and support systems. To avoid bias based on perception or assumption from the group, a questioning method is used. Some of the questions are: 1. What is increasing? 2. What is decreasing? 3. Are any trends evident from quarter to quarter or year to year? 4. What do these data seem to reveal? 5. What do they not reveal? 6. What else needs to be known? 7. What good news can be celebrated? 8. What needs for school improvement might arise from this data? 9. What are the gaps? The team will continue assessing the data until a point is reached where they have determined the strengths and areas of improvement for the campus. In order to do so, the team will align the data retrieved, to the Critical Success Factors. The team will then conduct a Root Cause Analysis. The Improvement Team gathers the problems revealed through the data analysis process and focuses their efforts on identifying why these problems have occurred. The team then creates a problem statement for each factor, need, or gap that is identified. The next step the team uses is called the 5 Whys. It is a methodology that we have adopted due to our exposure in trainings held by Region 20 and The Texas Education Agency (TEA). This simple process allows us to reveal the root cause of the problem in order for the team to start developing solutions.

Finally, the team prioritizes the needs created from identifying the root causes. In order to prioritize the needs, the team will:

- target the factors that have led to the district or campus low performance or lack of progress
- align the identified needs to the district's vision and campus mission
- conduct a cost benefit analysis of current interventions in order to help narrow the focus
- communicate and share developments and progress with all stakeholders

In conclusion, after the team conducts the needs assessment and the needs have been prioritized, the team sets out to develop an improvement plan that focuses on methods yielding the greatest gains in student achievement. In this development process, the team will look at all resources available, technical assistance options, as well as other factors such as timelines and school improvement requirements.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	Support for secondary teachers at each level of the EEIP plan: Level I- Induction Teachers, Level II- Novice Teachers, Level III- Experienced Teachers, and Level IV-Teacher Leaders.	Support through on-going coaching/modeling and professional development opportunities will be provided to all secondary teachers as indicated at each level of the plan. Two Full Release Mentors will be hired to serve as instructional coaches/mentors for secondary induction and novice teachers (level I & II) to provide targeted specialized coaching and modeling.
2.	Teacher retention to serve a high need population. The teacher turnover rate in Edgewood ISD is above the state average. Teacher turnover rate in Edgewood is 19.9% and the state average is 15.3%.	Recruit and retain teachers by providing a retention stipend to secondary teachers based on demonstration of successful implementation of the appropriate skills at each level of the EEIP plan and upon return the following school year.
3.	On-going/specialized professional development opportunities due to high attrition rate and students with high needs.	Opportunity to provide professional development tailored to the specific needs of secondary teachers. Targeting teachers at each level of the plan. Additional days will be added to the training series to increase series to 9 days of professional development. Support will include addressing the needs of high risk learners through coaching, modeling, and planning.
4.	Increase job embedded professional development opportunities which are more effective than attending traditional professional development sessions.	On-going coaching and modeling will be provided for secondary teachers based on walkthrough data to increase teacher effectiveness.
5.	Clear career pathway opportunities for educator growth through the each level of the plan.	Provide clear career growth opportunities through each level of the plan for new secondary teachers as well as experience teachers, to providing the opportunities for Teacher Leaders to increase certifications.

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Schedule #14—Management PlanCounty-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Staff Development Director (EEIP Manager)	Eight years of experience as an administrator in the district, management of the new teacher induction and mentoring program in the district for eight years. Certified Teacher and Administrator.
2.	District Content Specialists	Certified teacher and experience in leading district-wide professional development and curriculum projects.
3.	Full Release Mentors	Certified and experienced secondary educator, leadership and mentoring experience.
4.		
5.		

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Full-Time Release Mentors	1. Recruit and hire Full Release Mentors	04/01/2014	05/30/2014
		2. Professional Development for Full Release Mentors	06/01/2014	08/31/2016
		3. Plan/preparation to support new teachers/mentors	05/30/2014	08/31/2016
		4. Review data to provide support for success	05/30/2014	08/31/2014
		5. Plan to support for new teachers/mentors	05/30/2014	08/31/2014
2.	Develop and use customized walkthroughs	1. Development of customized walkthroughs	04/01/2014	05/30/2014
		2. Train staff on use of customized walkthrough form	06/01/2014	08/31/2014
		3. Implement use of customized walkthrough form	09/01/2014	08/31/2016
		4. Collect & monitor walkthrough form data	09/01/2014	08/31/2016
		5. Provide teacher feedback based on data	09/01/2014	08/31/2016
3.	Tier Teachers – Levels I - IV	1. Collect and review years/exp. data for teachers.	05/01/2014	08/31/2016
		2. Tier teachers	07/01/2014	08/31/2016
		3. Inform teachers of level and requirements	08/01/2014	08/31/2016
		4. Monitor data at each level	08/31/2014	08/31/2016
		5. Identify teachers who have not met requirements	09/01/2014	08/31/2016
4.	Teacher Support	1. Professional development for teachers	08/01/2014	08/31/2016
		2. Classroom coaching and modeling	08/01/2014	08/31/2016
		3. Mentoring services for new teachers	08/01/2014	08/31/2016
		4. Provide feedback based on walkthrough data	09/01/2014	08/31/2016
		5. Continued support based on needs	09/01/2014	08/31/2016
5.	Monitor Teacher Tier Level	1. Collect and monitor data for professional dev.	08/16/2014	08/31/2016
		2. Review data for teacher level change	07/01/2015	08/31/2016
		3. Inform teachers of progress	10/31/2014	08/31/2016
		4. On-going monitoring of progress at each level	08/01/2014	08/31/2016
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Edgewood ISD's (EISD) district improvement planning (DIP) process includes performance monitoring each 9 weeks and data scorecard to report performance in relationship to goals in the key result areas. The district has eight key result areas: World-Class-

- Education
- Family & Community Engagement
- Instructional Support System
- Operational Support System
- Team
- Facilities
- Business Support Systems
- Fiscal Performance

In addition, programs are evaluated following a formal evaluation plan to determine their impact in meeting the goals. Adjustments are made to the district campus plans as data-informed decisions are made. Changes are communicated through web-postings, social media, the District Educational Improvement Council, the Parent/Family Action Committee, the Student Support Team (Senior Leadership), a Weekly Administrative Information Packet (WAIP), monthly district newsletters and a quarterly district newspaper. Parent Liaisons are assigned to each campus and consistently reach out and communicate with the parents of the district. The district also uses a system called School Messenger that automatically sends messages to parents and staff informing them of EISD events and information.

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Currently EISD implements a comprehensive New Teacher Induction and Mentoring program and will continue to sustain this program. This plan includes the assignment of campus-based mentors that provide support to new teachers. The mentors are compensated with a stipend for providing support and guidance to new teachers. On-going professional development is also available to support all educators in the district. Professional development opportunities are provided based on need and implementation of district initiatives.

The EEIP grant funds will enhance the existing program by enabling the district to hire two Full Release Mentors that will support secondary new teachers (level I & II) and mentors. The enhanced EEIP will also provide the opportunity to provide three extra days of training to the current Saturday Training Series that is already in place for new teachers. The additional seven days funded by the grant will provide support to all secondary teachers based on data indicating areas of need.

Bi-monthly meetings will be held between the Full Release Mentors and the EEIP Manager for planning, implementation and evaluation of new teacher and mentor support.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Eduphoria Reports	1.	#/% of secondary teachers that participated in professional development.
		2.	#/% of secondary teachers that complete required prof. dev. for each level
		3.	#/% of secondary teachers are master teachers providing prof. dev.
2.	Custom Walkthroughs	1.	#/% secondary teachers implementing learned strategies.
		2.	#/% of secondary teachers demonstrating implementation of district initiatives.
		3.	#/% of days in attendance.
3.	Teacher Evaluations/State Recommended Evaluation System	1.	#/% of teachers meeting expectations.
		2.	#/% of teachers exceeding expectations.
		3.	#/% of secondary teachers that increase levels at each domain.
4.	Levels of Teacher Experience	1.	#/% of secondary teachers at each level of the EEIP plan.
		2.	#/% of secondary teachers at increased level of the EEIP plan.
		3.	#/% of secondary teachers that complete an additional certification.
5.	Recruitment and Hiring	1.	#/% of secondary teachers resigned each year.
		2.	#/% of secondary teachers hired each year.
		3.	#/% of secondary teachers retained.

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The Staff Development Director/EEIP Plan Manager will identify practices/strategies and professional development opportunities that will enhance teacher quality and effectiveness. A customized walkthrough form that identifies the practices/strategies and initiatives expected for implemented in the classroom as well as provide feedback to teachers will be created so that data will be collected to ensure that each secondary teacher has met requirements and skills at each level of the EEIP plan. Data that will be collected includes:

- 1) Number and nature of professional development activities, trainings and coaching sessions for secondary teachers;
- 2) Number of teachers that have met teacher leader level and can provide professional development and support to level I teachers;
- 3) Number of teachers that resign and/or hired each year;
- 4) Number of days teachers are in attendance;
- 5) Teacher impact on student achievement based on assessments;

The Staff Development Director/EEIP Plan Manager, Release Mentors/Coaches and Campus Administration will meet to review the data gathered from the customized walkthroughs and observations and discuss the effectiveness of the strategies in place. Recommendations for professional development and coaching opportunities will be made based on need to increase teacher effectiveness and quality. Data will also be used to inform District Executive staff of teacher needs and progress as well as to discuss recommended strategies for implementation.

This formative process will provide the opportunity to identify and correct problems in a timely manner throughout the grant cycle. This data will provide information to determine if objectives are being met at each level of the EEIP plan and adjustments that need to be made to the nature and number of professional development and coaching opportunities for teachers for increased teacher quality and effectiveness and retention.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Edgewood ISD (EISD) understands the value of new teacher induction and mentoring. The EISD New Teacher and Induction Program involves various components that are aligned with best practices to support new teachers. One of which is a new teacher academy which spans four days. Each day is targeted specifically to the needs of new teachers. Four critical areas are addressed at this academy: classroom management, curriculum and instruction, goals and expectations at their campus where administrators meet with the new teachers and a Human Resources/ Benefits component to answer frequently asked questions that any new hire would have when starting a new job.

Currently, campus mentors are selected by campus administrators. Criteria for mentor selection is as follows: three or more years of teaching experience; same grade level or content as new teacher; be in close classroom proximity to the new teacher. Campus mentors are assigned to all newly hired teachers with less than three years of teaching experience. Mentors receive a \$500 stipend for their assignment. Mentor support is monitored at the district level. Mentors must meet specific requirements/training in order to qualify for the stipend. These requirements assure quality mentor support for new teacher in the district. Mentor requirements/training include: fall and spring training for 1.5 hours on the Texas Beginning Teacher Support System (TxBESS) training (both mentor and new teacher attend this training together); fall and spring training for 1.5 hours on Collegial Conversations and Coaching (mentors only); facilitate a new teacher observation of a master teacher, one time in the fall and one in the spring. Mentors are required to meet with their new teacher one time a week. Meetings are documented using a district created Mentor Documentation Log that shows the date of the meeting and topic of meeting. New teachers use a district created look-for document to guide them with specific observations they may have made as well as any items they may want to implement in their own classrooms. In addition to mentor support the district program includes a schedule of New Teacher Support Meetings targeted to the needs of our new teachers. The district concludes the year by providing the opportunity to have all mentors and new teachers gather for reflection of their first year in teaching at Edgewood ISD.

The EEIP grant will enhance the existing Edgewood ISD New Teacher Induction and Mentoring Program by adding two Full Release Mentors whose primary goal is to support secondary new teachers and their assigned campus mentors. Full Release Mentors hired will be educators that have a history of being a master teacher, an educator that has demonstrated leadership qualities at their own campuses; are experienced in mentoring and have a record of being an effective educator in the area of improved student learning and academic performance. Full Release Mentors will attend professional development to ensure that they are providing the most effective strategies and support to new teachers and mentors. They will also be involved in planning and collaboration meetings with administration to ensure that the most effective and quality support is available and meeting the needs of the new teachers and mentors.

The Full Release Mentors will train and support secondary campus mentors and new teachers; observe, conference and coach; model teach; as well as contribute to the collaboration of secondary new teachers and mentors by facilitating support meetings targeted to the needs of the secondary new teacher. These meetings will take place bi-monthly. New secondary teachers and mentors will receive release time to support planning with mentors and Full Release Mentors, and professional development opportunities, substitutes will be provided using grant funds. The existing New Teacher Training Series will be increased from two days to nine days. Three days will be used to allow new teachers to start three days before the beginning of the contract year supported by six days of professional development to provide the opportunity to target additional areas of support that is needed based on data provided through walkthroughs and meetings with new teachers and mentors.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently EISD conducts walkthroughs and observations throughout the year and conducts observation meetings to discuss and plan for improvement strategies. District and Campus Administrators and Academic Deans and Specialists are expected to conduct campus walkthroughs of their teachers. The district walkthrough form measures the teaching objective and learning expectation, Taxonomy level of the lesson, Text and Material Alignment, Instructional Strategies used, Learner Engagement and Focus of Reflective Feedback. Additionally, district content specialists use a "Look for Document" that is specifically created to look for the implementation of district initiatives. The district uses Eduphoria to house our walkthroughs and observations. This system allows for electronic submission, therefore facilitating timely feedback. Walkthrough appraisers are expected to follow up with teachers for reflective conversation about instruction including opportunities to support and enhance teacher quality.

A newly developed tool that will be implemented is the *Data Collection Tool for Student Content Mastery*. This walkthrough form is being developed to specifically assist with identifying and assessing the learning objectives/TEKS students are engaged in and show teacher mastery at teaching students. This tool will be available to evaluate the activities students are engaged in and required immediate feedback and conversation regarding the evaluation. Campus administration was training provided in the fall of 2013.

The *Data Collection Tool for Student Content Mastery* will be customized to enhance the EEIP in EISD. The customized walkthrough instruments will be used by the EEIP Plan Manager, Full Release Mentors to evaluate the application and implementation of strategies educators have learned from the professional development, coaching and expectations that should be met at each level of the teachers plan. Campus administration and Full Time Release mentors will be trained on the use of the customized walkthrough and the expectation of using this as a tool to assess areas of support that should be focused on order to enhance teacher effectiveness. Customized walkthroughs will be conducted at minimum, on a quarterly basis. The customized walkthrough instruments developed will be placed in the Eduphoria System so that administrators can easily access the documents electronically. Teachers will also receive immediate feedback as the Eduphoria system will allow walkthrough appraisers to electronically submit their walkthrough for immediate and timely feedback. Via the Eduphoria System, diagnostic reports will be created based on the walkthrough information to measure their pedagogical and professional performance and ensure that professional development planned is targeting areas of need. Analysis meetings will be held to quarterly or on an as needed basis depending on teacher performance. The EEIP Manager and Full Release/Mentors/campus administration/district administration will review the data and discuss areas of support that need to be addressed as well as planning for professional development/coaching.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, EISD uses the Professional Development and Appraisal System (PDAS). Each teacher is assigned an appraiser at their campus. This system is comprehensive from the day the students enter the teacher's classroom. Measures used for appraisal are exceeds expectation, proficient, below expectations, and unacceptable in the following of eight domains:

- Active
- Successful Student Participation in the Learning Process
- Learner Centered Instruction
- Evaluation and Feedback on Student Progress
- Management of Student Discipline
- Instructional Strategies
- Time and Materials
- Professional Communication
- Professional Development
- Compliance with Policies
- Operating Procedures and Requirements and Improvement of Academic Performance of All Students on Campus

Teachers must be trained on the states recommended teacher evaluation system and cannot be observed earlier than three weeks after the orientation. The teachers must also complete a Teacher Self Report no later than three weeks after the orientation. Teacher Self Reports I and II can be completed at least two weeks prior to the Summative Conference. The Formal Observation is a minimum of 45 minutes. A written summary must be submitted to the teacher within 10 working days. Advanced notice of conducting the observation may be given but it is not required. The district has a district appraisal calendar that all administrators adhere to. A pre- or post-conference may take place at the request of the teacher or appraiser. It includes: teacher self-reports, walk through information, third party documentation and a formal instructional observation as well as a summative report that ties in all of those elements and the eight domains. Walkthrough visits may be used at the discretion of the appraiser. Documentation of the walkthrough must be shared with the teacher within 10 days. The Summative Annual Report must be received by the teacher five working days before the conference. The report must be received no later than 15 working days before the last day of instruction. The Summative includes the Observation Summary, Walkthrough Documentation, Third party/Teacher documentation and the completed Teacher Self Reports. The Summative Conference must take place no later than 15 working days before the last day of instruction. It may be waived in writing by the teacher, not the appraiser.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently, EISD allows the opportunity for regular collaboration opportunities throughout the school week. Regular conference periods are scheduled as well as providing the opportunity for planning time once a week with their team to develop and fine tune lessons.

With the enhanced EEIP, the hiring of the Full Release Mentors will provide the opportunity to conduct specialized focused meeting time to address needs of new teachers and mentors. Meetings will provide the opportunity to collaborate with new teachers and mentors to guide them as well as to provide the opportunity to discuss concerns, and discuss/share pedagogical strategies at these meetings. These meetings will take place bi-monthly, including time to meet during the school day. Secondary new teachers and mentors will receive release time during the regular school day and substitutes will be provided with awarded funds to support this initiative. Cohorts of teachers may be pulled for training and coaching in a targeted area of instruction. Professional Learning Communities (PLC) will be scheduled to allow for new teachers to collaborate with peers on initiatives and best practices for success.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently EISD conducts a needs assessment using student assessment data and walkthrough/evaluation data to determine district priority needs to facilitate professional development activities and opportunities. Professional development is developed and planned based on high priority content area needs.

The enhanced EISD EEIP will tier teachers into four levels: Level 1- Induction, Level 2- Novice, Level 3- Experienced and Level 4 –Teacher Leader. Using needs assessment data and in consideration with the tiered approach, on-going coaching, modeling and professional development opportunities will be provided to target each level. Grant funded Full Release Mentors will provide specialized targeted support at Level I and II of the plan.

Level I Induction – Developed for teachers that are in their first year of teaching. Examples of topics for Induction Level professional development such as classroom management, effective instructional strategies, *Fundamental Five the Formula for Quality Instruction* (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), introduction to the TEKS, STAAR and district curriculum, school culture, procedures for legal ethical requirements and an overview of district initiatives, Lesson Planning, Differentiating Instruction, and Partnering with parents..

Level II Novice – Developed for teachers that are in their second and third year of teaching. Topics for Novice Level professional development such as *Fundamental Five the Formula for Quality Instruction* (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), Thinking Maps, literacy or content specific coaching, Integration of Technology for Blended Learning, Interactive Word Walls and student data analysis.

Level III Experienced – Developed for teachers that are in their fourth year of teaching and beyond. Topics for the this level of professional development such as in-depth understanding and expert implementation of district and content based initiatives such *Fundamental Five the Formula for Quality Instruction* (based on Sean Cain and Mike Laird's book for five practices that can dramatically improve instruction), student data analysis, content specific coaching, Thinking Maps, Interactive Word Walls, Blended Learning and Differentiated Instruction.

Level IV Teacher Leader – Developed for skilled/experienced teachers that are in their fifth year of teaching and beyond. Examples of expectations for Skilled Level professional development such as instructional coaching, mentoring new teachers, becoming a trainer of trainers, leading book studies in targeted areas such as *Fundamental Five the Formula for Quality Instruction*, Thinking Maps, Literacy Coaching, Interactive Word Walls and Blended Learning. Teacher Leaders will be required to develop a professional portfolio. Through this process, the district will build internal expertise and provide opportunities for career advancement and recognition.

Campus and district administration will guide all levels of teachers by having reflective conversations using their customized walkthrough results to determine the area of professional development that would benefit those most. Teacher's participation and collaboration in coaching cohorts and professional learning communities will guarantee improvement of their practice. Offerings for professional development may be during the school day or after school. Reports from the Eduphoria system will be developed to measure the walkthrough data results that will guide administration and teachers to determine what their next steps for on-going coaching/modeling and professional development opportunities.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Currently EISD does not have the resources available to provide a compensation plan to recruit and retain teachers. Through the EEIP grant the following plan will be available for secondary teachers to provide compensation based on meeting the goals at each level. Secondary teachers will be tiered at one of the following levels based on years of experience.

Level I Induction Teachers - opportunity to receive a retention stipend of \$500.00 upon their return the following school year. Required to complete at least three of the designated professional development options for their level and demonstrate successful implementation of strategies. They must have no lower than Proficient scores in each domain of the state recommended evaluation system and their customized walkthrough report should show application and successful implementation of strategies and district initiatives.

Level II Novice Teachers - opportunity to receive a retention stipend of \$750 upon their return for their fourth year of teaching. Required to complete at least three of the designated professional development options for their level and demonstrate successful implementation of strategies. They must have no lower than Proficient scores in each domain of the state recommended evaluation system and their customized walkthrough report should show application and successful implementation of strategies and district initiatives.

Level III Experienced Teachers – opportunity to receive a retention stipend of \$1,000.00 upon their return for the next school year of teaching. Required to complete at least three of the designated professional development options for their level and demonstrate successful implementation. They must have at least two areas of the state recommended evaluation system that Exceeds Expectations and no lower than Proficient scores in any remaining domains and their customized walkthrough report should show application and successful implementation of the strategies and district initiatives.

Level IV Teacher Leader – opportunity to receive a retention stipend of \$1,250 upon their return for the next school year of teaching. Required to complete at least three of the designated professional development options for their level and demonstrate successful implementation. Develop their professional portfolio. They must have at least two areas of the state recommended evaluation system that Exceeds Expectations and no lower than Proficient scores in any remaining domains and their customized walkthrough report should show application and successful implementation of the strategies and district initiatives

This plan will allow us to recruit and retain teachers based on levels of experience but most importantly levels of quality and performance which is ultimately aligned to improving students' academic achievement.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EISD recruitment and hiring process involves reviewing historical data on teacher turnover rates and areas of high priority and need. District staff and administration attend regional job fairs in the spring of each year to recruit highly qualified staff. In order to secure highly qualified staff available at the recruiting fairs, EISD staff can offer letters of intent to highly qualified candidates. Before teachers are offered a contract with the district, they must provide data to support their experience, qualifications, and educational background. Data required to provide include student achievement records, work history, references and certifications. Candidates are also required to complete a task based on their skill set for the position.

The enhanced EEIP plan will provide resources needed to recruit and retain secondary teachers based on the requirements at each level as well as upon returning to the district the following year.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

EISD encourages and provides opportunities for our teachers to grow professionally. Opportunities for leadership are available for successful teachers within the district. Successful effective teachers can lead at their campus as the Accelerated Instruction Teacher (AIT) or the Instructional Facilitator (IF). In these roles, they have the opportunity to become more skilled and experience in many areas such as in analyzing data for data-driven instruction and specialized coaching skills. They are provided the opportunity to network with other district AITs, IFs and academic leaders. Many times these teachers become assistant principals or other district level administrators.

Through this enhanced EEIP plan EISD will have the resources to provide a more opportunities for teachers to develop using the specialized level approach – Levels I through IV. The EEIP plan will encourage our teachers to achieve various levels that will lead to becoming instructional coaches, mentor teachers, trainers of trainers and professional developers by leading professional learning communities and book studies. They will achieve this level by participating in the required professional development as listed for each level of the plan. The enhanced EEIP plan will also encourage teachers to seek other certifications. If awarded, EISD will have the resources to provide the opportunity to have teachers to obtain additional certifications in high need areas such as Special Education, Bilingual/ESL, or Gifted and Talented, Math or Science.

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Waiver not being sought.

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

Not applicable

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: 015905

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Not applicable

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: 015905

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

EISD does not have the resources available to provide targeted, specialized coaching and mentoring as detailed in the EEIP plan. The funds will allow EISD to hire two Full Time Release Mentors, one middle school and one high school mentor. The mentors will provide support through on-going coaching and modeling that is tailored to meet the needs of secondary new teachers and mentors in order to ensure that these teachers become highly effective teachers. Substitute teachers will be made available to support the efforts of the Full Time Release Mentors by allowing the opportunity for collaboration, planning and professional development release time during the school day. Additional professional development will be available through the existing New Teacher Training Series. These additional days will allow increased support in the areas of need based on walkthrough data and student assessment data.

Grant funds will also allow EISD to provide compensation to secondary teachers based on the tiered level approach described in the plan. This approach will provide targeted professional development opportunities, on-going coaching/modeling based on levels and years of experience. Secondary teachers will be compensated if all requirements of each level are completed, successfully implemented as well as upon return to the district the following school year.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 015905

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Anticipated steps necessary to fulfill the Edgewood ISD EEIP plan include:

- Recruit and hire two Full Release Mentors, one for middle school and one for high school campuses.
- Full Release Mentors will participate in professional development, plan and prepare to support new teachers and mentors at secondary campuses.
- EISD Administration will develop the customized walkthrough form
- Administration and Full Release Mentors will be trained on the use of the walkthrough form, collect and report walkthrough data as well as learn effective feedback skills using the data.
- Secondary Teachers will be tiered into levels: Level I Induction, Level II –Novice; Level III –Experienced and Level IV –Veteran Teacher Leader. Levels based on years of experience
- Notify teachers of their level and requirements at each level in order to obtain the retention stipend.
- Secondary Teachers will be monitored using the walkthrough form and informed of progress throughout the grant period.

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Schedule #17—Responses to TEA Program Requirements (cont.)

County-district number or vendor ID: 015905

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

District level administration met and discussed implementation of the enhanced EEIP plan. District level administration agreed to participate and implement the plan.

The enhanced EEIP plan was presented to the district level planning committee: District Educational Improvement Council (DEIC). The committee comprised of various stakeholders, district and campus administration, educators, parents and community members reviewed the plan and approved implementation of the plan.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

As priority schools, Edgewood ISD's secondary campuses will participate in the EEIP. Secondary campuses participating are:

- Brentwood Middle School
- Gus Garcia Middle School
- Wrenn Middle School
- Kennedy High School
- Memorial High School
- Edgewood Academy
- District Alternative Education Center (DAEP)

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